



Equity in Action:

First 100 Days Analysis

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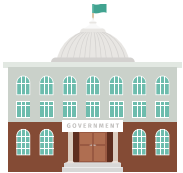
ENTRY PLAN



The purpose of this first 100 days analysis is to:

- Establish clear guidelines to improve equity for all students within Shelby County Schools
- Ensure that all students within Shelby County Schools receive the supports needed to graduate college and career ready
- Meet the goals of Destination 2025

LEVERS FOR EQUITY



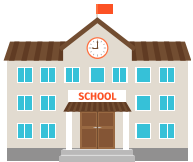
Equity

Educational policies, practices, and programs necessary to eliminate educational barriers for all youth



Early Literacy

Promoting the natural development of skills through the enjoyment of books, positive literacy interaction between adults and students, and the critical role of literacy-rich experiences



High School

Strategies specifically outlined to improve the academic status of high schools and meet the requirements of the federal Every Student Succeeds Act (ESSA)



Core Instruction

Strategies, curriculum, and materials that help our students master rigorous, grade-appropriate standards to ensure college and career readiness



Strengths



Challenges



Recommendations

Reserve funds to make financial decisions to improve educational experiences for all students	Low diversity of students participating in CLUE	Establish a minimum of two Pre-AP/Honors offerings at every high school
Secure funds for two 21st century elementary schools	Limited diversity of teacher workforce representing student population	Implement universal screening for all 1 st grade students across the District
Implement Student-Based Budgeting across the District	Significant number of buildings with low enrollment that require extensive maintenance and upgrades	Develop a targeted strategy to strengthen the District's efforts in attracting, recruiting and hiring candidates from various demographic groups that have been historically underrepresented in the District's teaching ranks
	Need for greater enrichment opportunities for students who are excelling on coursework	Consolidate schools that are underutilized, struggling academically, and encumber high maintenance costs
	Need for deeper understanding of standards-based instruction and the tools required for success	Launch Literacy and Math Institute in grades 6-8 for students who are excelling and needing additional enrichment opportunities
	Lack of exposure to rigorous coursework (Pre-Advanced Placement, Honors, and Advanced Placement	Integrate curriculum focused on creativity for all learners in all Priority schools
		Provide centralized support of schools performing in the bottom 5% academically
		Implement a one-to-one computer-to-student model for all schools over a 5-year period



EQUITY

DESTINATION
2025



EQUITY TIMELINE



TACTIC

Identify and support the training of potential Pre-AP, Honors, and AP teachers for each high school (\$)



OPR

CAO /
Advanced
Academics



TIMELINE

January 2019-
July 2019



GOAL

By the beginning of the 2019-2020 school year, each high school will offer at least one Pre-AP or Honors course; By the beginning of SY 2020-2021 each high school will offer two AP courses

Provide universal screening for all 1st grade students during the 2019-2020 school year (\$)

DEC / CLUE

August 2019-
May 2020

By the end of the 2019-2020 school year, all 1st grade students are screened for CLUE and placed in CLUE if requirements are met

Develop a targeted recruitment plan to ensure a diverse teaching workforce

Principals/
Human
Resources

January 2019-
August 2019

By the opening of the 2019-2020 school year, the District plans to have hired more teachers from demographic groups that have been historically underrepresented in the District's teaching ranks

Consolidate Hamilton Elementary into Hamilton Middle; Convert Raleigh Egypt Middle and Raleigh Egypt High into two separate schools*

CAO /
Cross-functional
Team

January 2019-
May 2019

By the opening of the 2020-2021 school year, faculty, staff, and students are fully prepared to enter their assigned school



EQUITY TIMELINE



TACTIC



OPR



TIMELINE



GOAL

Identify and select the highest-performing literacy and math teachers to provide enrichment opportunities for students in grades 6-8 on Saturdays (\$)

CAO/C&I

September 2019-
May 2020

By the beginning of the 2019-2020 school year, students scoring in the 65th percentile or higher in ELA & Math will be identified and participating in Literacy and Math Squared

Restructure the I-ZONE to include all Priority schools within SCS

CAO

January 2019-
February 2019

By the beginning of the 2019-2020 school year, all Priority schools within SCS will receive intervention from the I-ZONE

Provide curriculum and training on integrating the Arts in all Priority schools (\$)

CAO/ Asst.
Superintendent
I-Zone

January 2019-
June 2022

By the end of the 2021-2022 school year, all Priority schools will embed the arts into curricular activities to spark creativity within core content areas

Provide one-to-one devices to students at 9 high schools (\$)

Cross-functional
Team

January 2019-
August 2019

By the end of the 2024-2025 school year, all schools within SCS will participate in a one-to-one instructional model

i-ZONE Restructure

Leaving i-Zone

School	Years in i-Zone	Academic Status
Cherokee ES	2013-2014 5 yrs	2012 Good
Treadwell ES	2013-2014 5 yrs	2012 & 2015 Good
Lucie E. Campbell	2012-2013 6 yrs	2012 & 2015 Good
Ford Road ES	2012-2013 6 yrs	2012 Good
Westhaven ES	2016-2017 2 yrs	Good

Remaining/Entering i-Zone

School	Years in i-Zone	Academic Status
Sheffield ES	1	2012, 2015, & 2018 Priority
Magnolia ES	6	2012, 2015, & 2018 Priority
A. B. Hill ES	3	2015 Good
LaRose ES	0	2015 Good
Dunbar ES	0	2018 Priority
Getwell ES	0	2018 Priority
Hawkins Mill ES	0	2012, 2015, & 2018 Priority

i-ZONE Restructure

Leaving i-Zone

School	Years in i-Zone	Academic Status
Douglass K-8	2013-2014 5 yrs	2012 Good
Chickasaw MS	2012-2013 6 yrs	2012 Good
Treadwell MS	2013-2014 5 yrs	2012 Good
Sherwood MS	2013-2014 5 yrs	2012 & 2015 Good
Hamilton MS	2012-2013 6 yrs	2012 Good

Remaining/Entering i-Zone

School	Years in i-Zone	Academic Status
Woodstock MS	0	2018 Priority
Georgian Hills MS	0	2015 & 2018 Priority
Craigmont MS	0	2018 Priority
American Way MS	0	2012, 2015, & 2018 Priority
Riverview K-8	4	2012 & 2015 Good
Grandview Heights MS	4	2015 Good

i-ZONE Restructure

Leaving i-Zone

School	Years in i-Zone	Academic Status
Douglass HS	2016-2017 2 yrs	2015 Good
Mitchell HS	2016-2017 2 yrs	2015 Good
Melrose HS	2014-2015 4 yrs	2015 Good

Remaining/Entering i-Zone

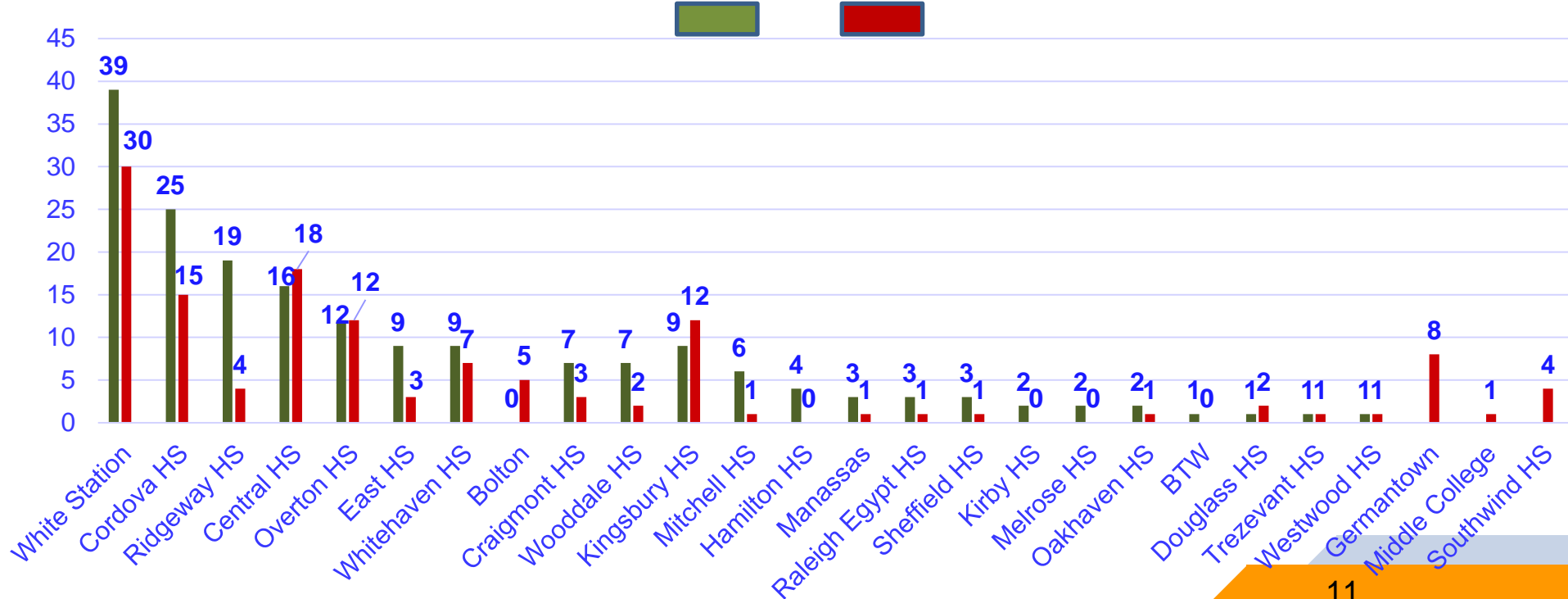
School	Years in i-Zone	Academic Status
Wooddale HS	0	2015 & 2018 Priority
Sheffield HS	0	2018 Priority
Oakhaven HS	0	Focus
Manassas HS	0	2012 Focus
Trezevant HS	4	2012, 2015, & 2018 Priority
Hamilton HS	4	2012, 2015, & 2018 Priority
Westwood HS	2	2012, 2015, & 2018 Priority
Raleigh Egypt HS	1	2012 & 2015 Good

Restructure

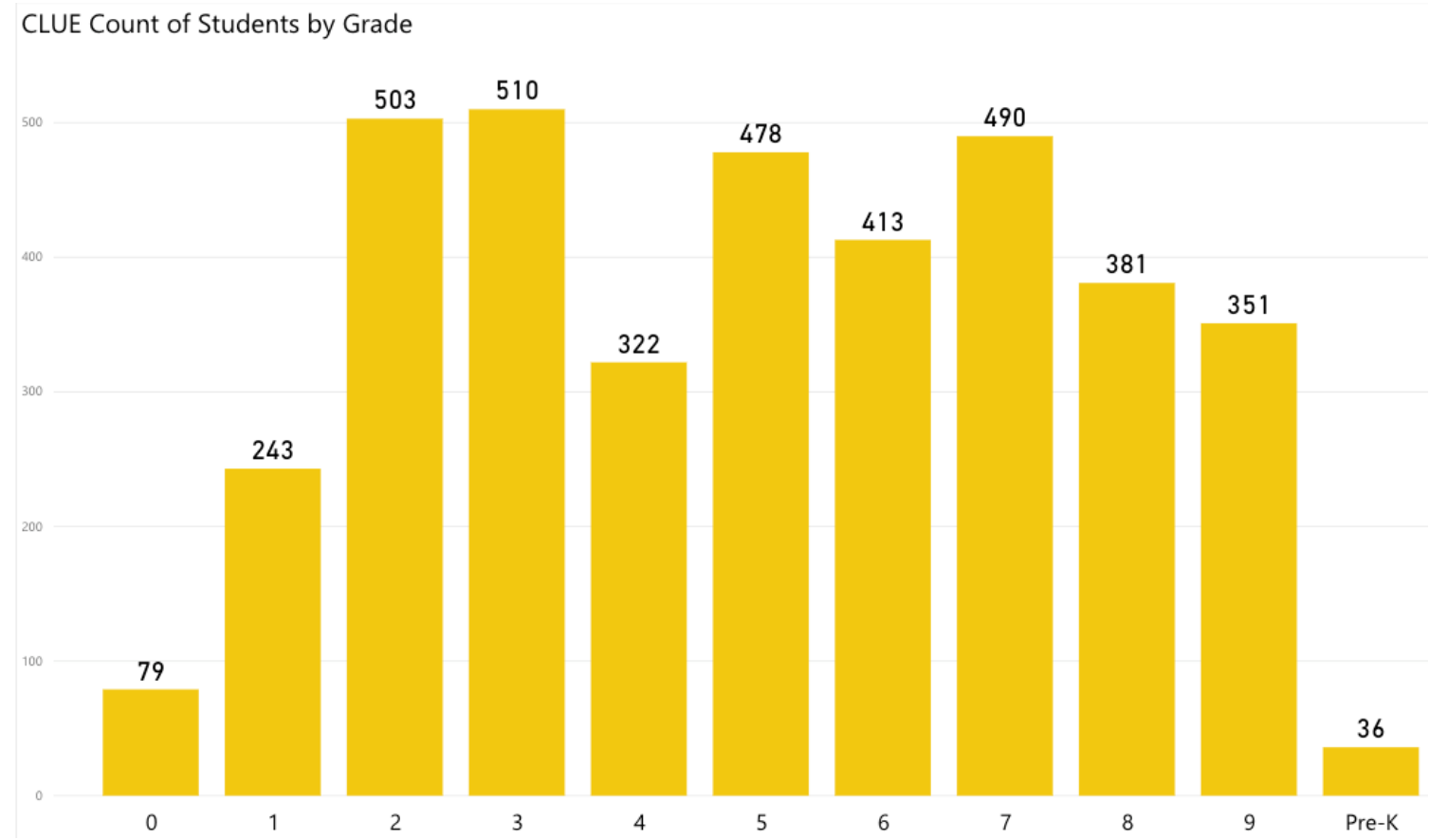
Moving From	Moving To	New Status	Total Pop	Occupancy Rate
Hamilton ES 356	Hamilton MS 228	Hamilton K-8	584	1200
Raleigh Egypt HS 6-12 1,028	Raleigh Egypt MS & HS	Two separate campuses	424- MS 594- HS	

Current AP Status

2008 vs. 2018

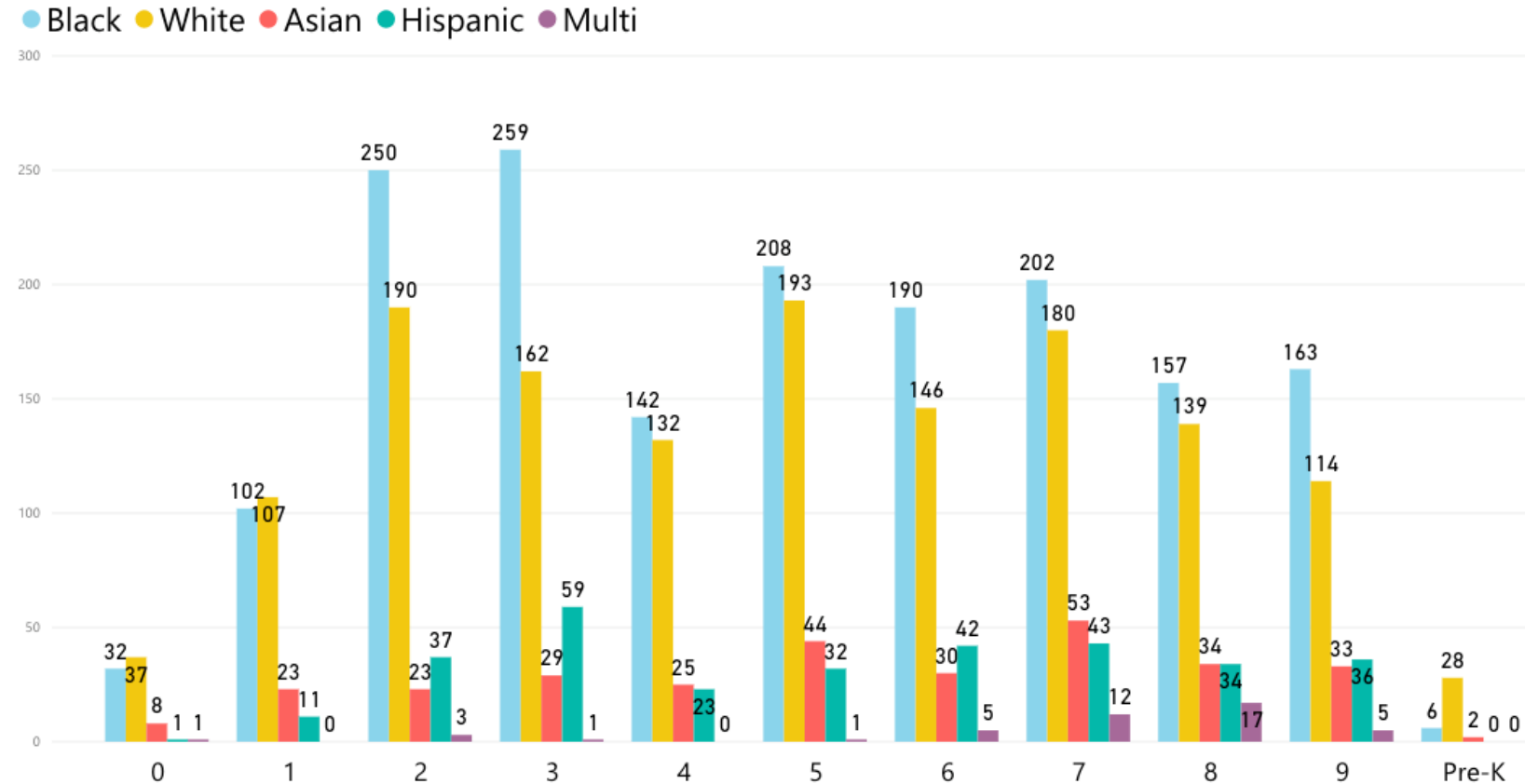


CLUE Enrollment



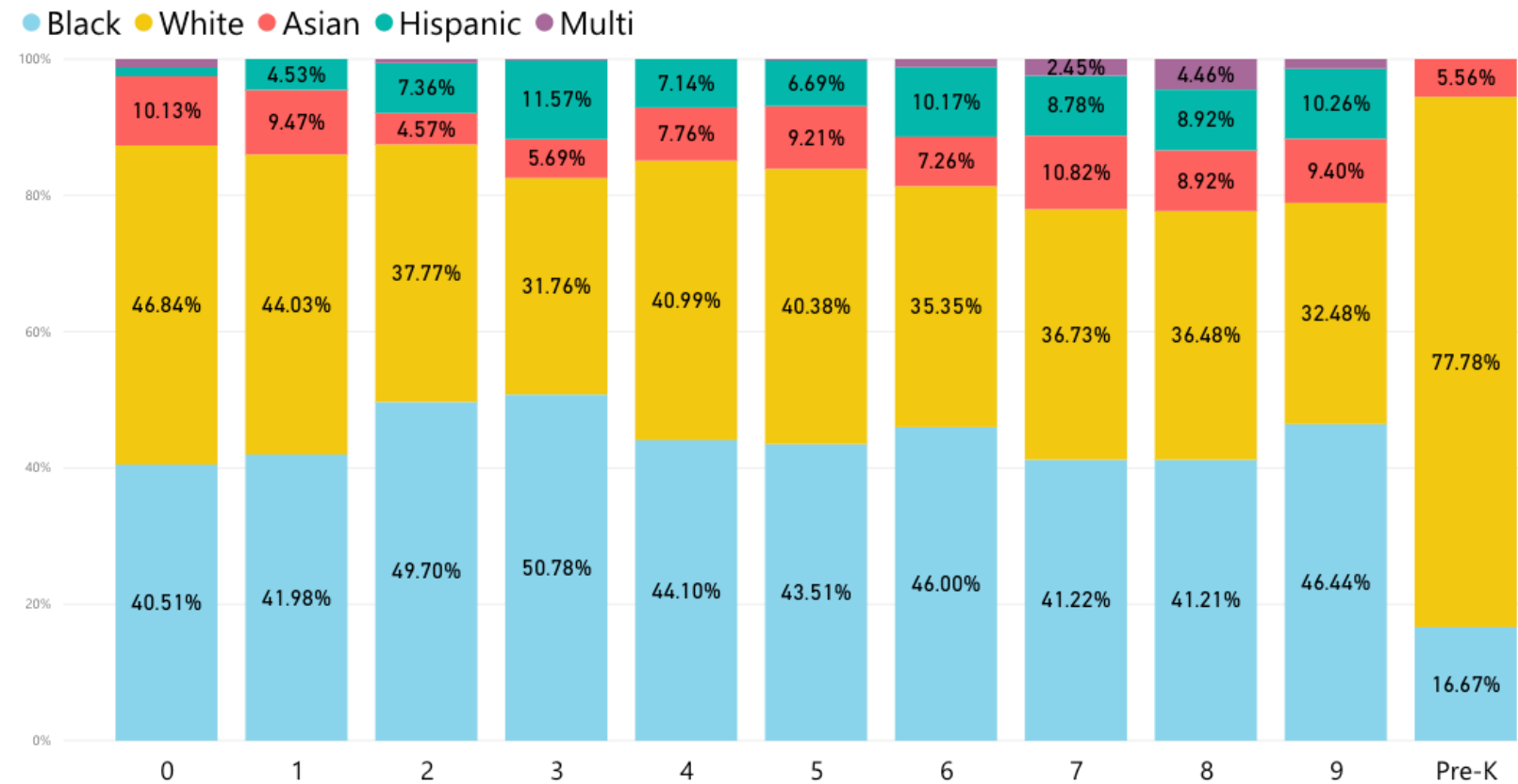
CLUE Demographics

CLUE Demographic Count by Grade



CLUE Demographics

CLUE Demographic Percentages by Grade





Strengths



Challenges



Recommendations

Built Early Learning task force team providing professional development to Foundational Literacy Laureates and K-2 teachers	Three-member Early Learning task force team attempting to support the entire district	Expand the Early Learning task force team from three to six members
Developed Foundational Literacy Quality Reviews (FLQR) to observe implementation of foundational skills across K-2 classrooms	Inability to provide intensive support to Senior Reading Advisors in MS and HS	Implement a district policy focusing on improving literacy rate for 2 nd grade students
Established a Foundational Skills block framework outlining teacher actions for a 60- & 90-minute block	High mobility rate and promotion rate of students not reading on grade-level	Identify and select a universal phonics program utilized in grades K-3
Created and promoted Foundational Skills videos of teachers excelling across the district published in multiple outlets (for example, C19, Teacher Weekly, etc.)	Low number of students reading on grade-level in 3 rd grade	Provide a trained paraprofessional for 2 nd grade teachers in schools with On-Track/Mastery at 25% or lower (56/91)
Published weekly Foundational Skills newsletter outlining strategies, support, success stories, and next steps		



EARLY LITERACY



EARLY LITERACY TIMELINE



TACTIC

Identify and select three additional Early Learning task force members to support the foundational skills initiative (\$)



OPR

CAO



TIMELINE

January 2019-
May 2019



GOAL

By May 2019, three additional task force members are supporting summer PD and preparing for school year 2019-2020

Develop a district policy focusing on promotion and retention of 2nd grade students to improve literacy (\$)

CAO
&
Policy Office

January 2019-
July 2020

By August 2019, all elementary schools are implementing the district policy for 2nd grade students

Identify and select a universal phonics program for students in K-2nd grade (\$)

CAO / C&I

January 2019-
December 2019

By February 2020, a phonics program for K-2nd grade is selected

Identify and select a paraprofessional for 2nd grade teachers in schools with less than 25% On-Track/Mastery (56/91) (\$)

Principal/
Human
Resources/
Office of
Academics

January 2019-
August 2019

By August 2019, fifty-six elementary schools will have a trained paraprofessional available to every 2nd grade classroom



Strengths

Redesigned CTE department with streamlined pathways

Provided science textbooks to all schools

Strengthened District policy around grading and grade changes



Challenges

TVAAS composite of Level 1 in all EOC areas and subgroups

Only 23% of SCS seniors earn a 21 or higher on the ACT

Lack of a comprehensive curriculum in Algebra II and Geometry

Lack of content expertise in EOC subjects



Recommendations

Implement PSAT practice test to predict success on ACT and develop targeted instructional support for students via Khan Academy

Offer quarterly ACT workshops for freshmen and sophomores

Design a comprehensive high school focusing solely on the Arts/Sciences

Provide a site-based content coach for ELA and Math in each HS

Select a curriculum for Algebra II and Geometry that meets the requirements of TNReady standards

Increase the pool of Pre-AP trained and Honors teachers

Develop a High School specific recruitment plan to staff schools

Bolster current partnerships with Education Preparation Programs to recruit graduates

Develop supports for teaching candidates needing to take and pass the Praxis exam

Develop a partnership with local colleges and universities to provide adjunct professors an opportunity to teach EOC courses part-time



HIGH SCHOOL



HIGH SCHOOL TIMELINE



TACTIC



OPR



TIMELINE



GOAL

Research, plan, and introduce a PSAT/ACT predictor exam for the 2019-2020 school year (\$)

CAO/C&I

January 2019-
June 2019

By the end of the 2019-2020 school year, all 9th grade students will participate in the PSAT Exam on an annual basis

Conduct one quarterly ACT workshop for all freshmen and sophomores (\$)

CAO/
Cross-Functional
Team

January 2019-
May 2020

By the end of the 2019-2020 school year, all 9th and 10th grade students will be able to participate in one quarterly ACT workshop

Research, plan, and implement a comprehensive high school focused solely on the Arts/Sciences

CAO/
Cross-Functional
Team

January 2019-
July 2021

By the beginning of the 2021-2022 school year, a comprehensive high school focused solely on the Arts/Sciences will open in SCS

Staff an ELA and Math coach at each high school to provide individualized coaching support (\$)

Cross-functional
Team

January 2019-
August 2019

By the beginning of the 2019-2020 school year, every high school will have an ELA and Math coach

Recommend a robust curriculum to support instruction in Algebra II and Geometry (\$)

CAO/C&I

January 2019-
June 2019

By the beginning of the 2019-2020 school year, high school teachers and students will have the new curriculum resources for Algebra II and Geometry



HIGH SCHOOL TIMELINE CONTINUED



TACTIC



OPR



TIMELINE



GOAL

Identify, select, and train teachers to become Pre-AP/Honors teachers (\$)

Advanced Academics

January 2019-
June 2020

By the end of the 2019-2020 school year, the number of Pre-AP and Honors teachers will increase

Launch a high school specific recruitment campaign promoting teaching opportunities within SCS

Human Resources

January 2019-
August 2019

By the beginning of the 2019-2020 school year, all high schools will have high-quality certified teachers in EOC subjects

Increase quality engagement with colleges and universities that produce great teachers and whose programs are aligned with the goals of SCS

Human Resources

January 2019-
August 2020

By the beginning of the 2019-2020 school year, all high schools will have high-quality certified teachers in EOC subjects

Develop a Praxis exam toolkit to prepare candidates to pass the exam

Human Resources

January 2019-
August 2020

By the beginning of the 2019-2020 school year, all high schools will have high-quality certified teachers in EOC subjects

Develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC subjects within our high schools (\$)

CAO/ Human Resources

January 2019-
Ongoing

By the beginning of the 2019-2020 school year, all high schools will have high-quality certified teachers in EOC subjects



Strengths



Challenges



Recommendations

Purchased and implemented Eureka Math and Expeditionary Learning	Lack of a formative assessment tool focused on measuring core instruction based on Depth of Knowledge and time of the academic year	Research and select a formative assessment tool for each of the content areas
Expanded professional development on Eureka Math and Expeditionary Learning for teachers	Too few teachers and leaders understand, plan, and execute the curriculum on a consistent basis	Implement a monthly Content Cadre Professional Development session for teachers and leaders in order to develop content knowledge and effective instructional implementation
Enhanced central office staff and school leaders' knowledge of the Instructional Practice Guides (IPGs)	Members of Instructional Leadership Teams (ILTs) do not fully support teachers around content knowledge and content delivery	Develop an Instructional Leadership Team (ILT) task force team to measure the effectiveness of the ILT at each school
	Lack of consistent implementation of the RTI ² framework to address deficit areas	Develop an Instructional Practice Guide (IPG) task force team to measure the effectiveness of curriculum implementation and fidelity
		Develop Virtual PD offerings to support content implementation



CORE INSTRUCTION



CORE INSTRUCTION TIMELINE



TACTIC



OPR



TIMELINE



GOAL

Identify, select, and purchase a formative assessment tool (\$)

CAO/C&I

January 2019-
June 2019

By the beginning of the 2019-2020 school year, a new formative assessment tool will be provided to all schools

Provide monthly Content Cadre PD sessions for teachers and leaders based on identified tracks

CAO/PD/
C&I/I-Zone

June 2019-
June 2020

By the end of the 2019-2020 school year, teachers will display a greater understanding of the curriculum and TN Ready results will increase by 5%

Form an ILT task force team to measure the effectiveness of ILTs in supporting teachers

Cross-functional
Team

August 2019-
May 2019

By the end of the 2019-2020 school year, members of the ILT at every school will understand their roles and provide daily support to teachers

Form an IPG task force team to measure the effectiveness of curriculum implementation and fidelity

Cross-functional
Team

August 2019-
May 2019

By the end of the 2019-2020 school year, quarterly reviews will reveal 80% of schools implementing the curriculum with fidelity and integrity

Develop Virtual PD offerings to support teachers on content mastery and curriculum implementation

CAO/PD

June 2019-
June 2020

By the end of the 2019-2020 school year, participant enrollment and completion in Virtual PD sessions will reach 85%

Prioritized Investments

Increasing Pre-AP/Honors enrollment
Universal Screening for all 1st grade students
Enrichment program for 6-8th grade students
District policy for 2nd grade students
Paraprofessional for 56 schools (2nd grade)
PSAT exam
ACT readiness strategies
Adjunct professor partnership
Virtual PD
Teacher development
ELA/Math coach for HS
Formative assessment tool
Curriculum resources

PRINCIPLES AND VALUES



Our Guiding Principles to Enact Equity:

- Clarity of Language
- Equity-Mindedness
- Embracing Differences
- Continuous Improvement
- System-Wide Equity

Our Core Values to Ensure Equity

- Commitment
- Checking Bias & Privilege
- Communication
- Courage
- Collective Action